

DIPLOMA IN COUNSELLING CHILDREN AND YOUNG PEOPLE

2025-2026

COURSE
OVERVIEW

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DIPLOMA IN COUNSELLING CHILDREN AND YOUNG PEOPLE 2025-2026

Diploma in Counselling Children & Young People 2025-2026

Location: Grove House, Uddington

Dates: April 7th 2025 - December 12th 2026

Duration: 2 years - Part-time

Cost: £6500

Application Deadline: February 2025

BACKGROUND

The origin of this Diploma in Counselling for Children and Young People began several years ago when Exchange-Resource teamed up with Persona to provide training for school-based counsellors, educators and voluntary organisations. Over the years, as our experience of delivering counselling services for children and young people extended to include therapeutic support for very young children and counselling for college students, the range and depth of our knowledge and understanding expanded and we developed this in-depth diploma programme in counselling for children and young people.



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PROGRAMME STRUCTURE

The programme has been designed with individuals who work fulltime and have family commitments in mind. Each term has a 5-day Monday to Friday training unit scheduled to fit within school holidays plus Study Days which take place on Saturdays. Some of the Study Days in modules two, three and four are only half day attendance. The programme will be delivered from the Persona Training Centre in Uddingston.

The programme is designed around three key areas:

- **Theoretical understanding:** key theoretical concepts, their relevance and integration for therapeutic change
- **Professional and clinical competence:** the therapeutic conditions, therapeutic processes and ethical practice
- **Personal development:** the development of self-awareness and self-reflection as a counselling practitioner

The programme incorporates the BACP Counselling Children and Young People training curriculum (4-18 years) and is designed to provide an in-depth professional training in counselling for young people aged 10-18 years. Academically, the programme focuses on examining key theoretical frameworks which are relevant for working therapeutically with young people and provide an advanced investigation of evidenced based interventions for working with young people in an educational setting. The underpinning philosophy of the programme integrates an evidence-based Resilience Framework, and the therapeutic conditions hypothesised by Carl Rogers the founder of Client-Centred Therapy.

The Resource Based Approach theory which informs the content of this programme, draws from a range of relevant sources and integrates them with principles of the Person-Centred approach. The programme will explore and investigate research, theory and therapeutic principles from developmental psychology, biology, neurology which are involved in the creation of models of therapeutic interventions underpinning therapeutic models which are commonly applied in schools-based counselling. The programme examines individual development from childhood to adolescent to adult, looking at physiological, emotional, psychological, behavioural and cognitive development, and considers the signs and symptoms that are indicative of mental health and wellbeing being adversely affected and the factors which enhance or detract from the resilience of the young person. The programme will also investigate how counselling supports the young person to develop their own resilience in term of their identity and when dealing with difficulties and adversity.

LEARNING OBJECTIVES

- To provide a reliable knowledgebase of human growth and development for students who wish to specialise in working with young people
- To provide a theoretical framework which is supported by research within which students can develop their therapeutic practice with young people
- To provide a context of investigation and learning about the ethical and legal issues which are relevant to working with young people in an educational setting
- To provide an in-depth examination of current and critical themes relevant to the lives of young people with an examination of how to work therapeutically with these
- To promote an enhanced awareness of the importance of self-reflective learning and practice when working therapeutically with young people



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LEARNING OUTCOMES

- Students will develop their knowledge and understanding of mental health problems in children, adolescents and young adults (5-18yrs)
- Students will have an advanced understanding of formal systems and processes for psychological assessment and measures of resilience and wellbeing in children, adolescents and young adults (10-18yrs)
- Students will have an informed awareness of research concerning critical wellbeing themes of self-harm and suicidal ideation and evidence of best-practice interventions of support
- Students will have a thorough knowledge of sexual development, sexual identity and social influences impacting on gender identity in children and young people as they transition into adulthood
- Students will have a thorough knowledge of the relevance of attachment theory, systems theories and family dynamics as critical influences in human growth and development
- Students will have a good understanding of different areas of additional learning needs and ways in which therapeutic interventions can be introduced to support individuals with additional learning needs
- Students will have knowledge of the legal issues which protect and support children, adolescents and young adults (10-18yrs) and the professional guidance which applies in working with this client group
- Students will gain an advanced understanding of various therapeutic frameworks and processes for working therapeutically with young people
- Students will have a sound reliable knowledge of how to apply theoretical frameworks to their therapeutic practice
- Students will have a sound understanding of the interprofessional dynamics of working collaboratively in an educational setting

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PROGRAMME STRUCTURE

YEAR 1:

MODULE 1

The therapeutic conditions for supporting the psychological wellbeing of children and young people

Term Dates: April 7th 2025 – June 21st 2025

MODULE 2

The spectrum of psychological wellbeing and mental health in young people.

Term Dates: August 11th 2025 – December 13th 2025

YEAR 2:

MODULE 3

Creating a collaborative therapeutic agenda to support the holistic wellbeing of young people

Term Dates: January 17th 2026 – June 13th 2026

MODULE 4

Working with primary school children to support their emotional health, psychological resilience and reactions to adverse childhood experiences

Term Dates: August 10th 2026 – December 12th 2026

YEARS 1&2:

MODULE 5

Clinical Competence: the use of supervision and an in-depth understanding of the counselling process

Term Dates: April 7th 2025 - December 12th 2026

MODULE 6

Development of the Reflective Practitioner: self-awareness and the ability to be self-reflective

Term Dates: April 7th 2025 - December 12th 2026

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PROGRAMME CONTENT

The content of the course is organised, delivered and assessed under the heading of six themes, which constitute the six modules of the programme.

- Module 1 and Module 2 start and finish in year one.
- Module 3 and Module 4 start and finish in year two.
- Modules 5 and 6 start in year one and finish at the end of year two

MODULE 1

Module 1: The therapeutic conditions for supporting the psychological wellbeing of children and young people

A principal focus in this module is to support the preparation of students to begin their clinical placements working with young people. The theoretical elements of the module will closely examine the Rogerian therapeutic conditions and examine how these are integrated and adapted in order to work effectively with young people, within the core principles of the Resource Based Approach. The readiness-to-practise focus of the module extends to ensuring students can demonstrate their development as ethical, reflective learners and practitioners.

Key Topics:

- The importance of self-awareness and the meaning and purpose of reflective learning and practice when working with children and young people
- A re-examination of Rogers' therapeutic conditions through the lens of a resource-based resilience framework and Resource Based Approach.
- An initial examination of landmark theories of child and adolescent development and the ways they inform therapeutic work with young people
- The BACP Ethical Framework and an understanding of the professional and ethical principles underpinning safeguarding and child protection and how to respond appropriately to safeguarding and child protection concerns
- The importance of clinical supervision and the role of a nominated Safeguarder in educational settings

MODULE 2

Module 2: The spectrum of psychological wellbeing in young people.

The module will examine how mental health difficulties can develop and present in young people, the impact of pharmacology on young people, mental health provision for children and young people and its interface in the young person's life. The module will also focus on the ways in which students can adjust and adapt their communication to work effectively with clients of differing ages, developmental stages and backgrounds. This module will examine different stages of the counselling process, and deepen student's understanding of therapeutic engagement through narrative, creative, expressive approaches.

Key Topics:

- The theoretical basis and application of a Resource Based Approach through the use of creativity, resources and materials in the counselling process with young people.
- The challenges of providing therapeutic support to young people who are psychologically fragile, in the middle of a crisis, at risk and/or potentially suicidal
- Investigating mental health diagnostic criteria, neuro-developmental conditions and delayed development in children and young people
- Understanding the impact of psychotropic medication on children and young people's mental health

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MODULE 3

Module 3: Establishing a collaborative therapeutic agenda to support the holistic wellbeing of young people

This module focuses on social, cultural, ethnic, gender and economic influences on the mental health and development of young people. It will examine the impact of social bias, prejudice and stereotypes and the impact this has on development of young people, their place in society and their interpersonal relationships. It will also examine the impact these factors have on the counsellor, the therapeutic process, and the social factors and power and authority dynamics of the therapeutic relationship in a school setting.

Key Topics

- An examination of social, cultural and economic influences, social conformity, difference, diversity and intersectionality their impact on the development of young people and the counselling process
- An examination of personal bias, prejudice and stereotypes, power and authority dynamics and their impact on the counsellor and the counselling process
- Identifying the role and contribution of individuals, groups and agencies which support the physical, social, cognitive and emotional wellbeing of young people and how the therapeutic support provided by the students' links with each.

MODULE 4

Module 4: Working with Primary School children to support their emotional health, psychological resilience and reactions to adverse childhood experiences

This module focuses on working therapeutically with children (10+) who are still in Primary School and anticipating the transition into Secondary School. The module emphasises the importance of the developmental stage of the child and the systems of support which surround the child as a critical area of exploration for creating supportive interventions. The essential connection with the child's family is also explored and positioned within the context of the therapeutic interventions.

Key Topics:

- The legal, professional and ethical considerations of working with primary aged children, including contracting, confidentiality, safeguarding, the rights of the child, the rights of parents, and multi-agency meetings
- The meaning of psychological wellbeing in young children and how this can be assessed using the Resource Based therapeutic approach and the voice of the child in assessment processes which involve adults in the assessment process.
- Enlisting the support of key adults in the systems of support which surround the child
- Using creative approaches/Theraplay in psychological interventions
- Providing a structured, supportive, interventions with individuals and within a group setting

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MODULE 5

Module 5: Clinical Competence, supervision and the in-depth analysis of the counselling process

This module starts in Module 1 and continues throughout the programme and focuses on the development of competence in working therapeutically with young people (12+) and then with children (10+). The process of developing competence begins with the understanding and application of the core Rogerian therapeutic conditions for creating a therapeutic relationship, with each subsequent module adding context, structure and theory to the development of this basic competence. Competence-development requires the support of robust clinical supervision in the process of integrating their learning and assisting students to become reflective practitioners.

The module involves three distinct, related activities designed to support and promote the development of clinical competence, ethical awareness and professionally responsible practice

- counselling clients (children and young people) in an educational setting
- attending and participating in individual supervision and group supervision
- articulating the therapeutic process; therapeutic interventions, their purpose and outcome, verbally and in writing.

Key Topics:

- The professional and ethical importance of supervision and the value and benefit of the different functions of individual and group supervision
- The value of integrating theory into their clinical practice and reflection of their client work
- The application of the principles, constructs and dynamics of the therapeutic process as outlined in a Resource Based Approach and Person-Centred theorists to their practice
- The examination of the therapeutic process from the perspectives of the counsellor, the client and the relationship between the two
- The therapeutic requirements of different client groups at different stages of development

MODULE 6

Module 6: Development of the Reflective Practitioner

This module starts at the beginning of the course and extends throughout the programme. It focuses on the development of self-awareness, insight and emotional resilience and supports the development of the students' ability to become self-reflective learners and practitioners. The module focuses on the psychological and emotional capacity of students and their ability to be aware of and make sense of their internal world. It emphasises the need for counselling practitioners to have a good understanding of the influences (past and present) which shape their behaviour and challenges students to recognise and address personal psychological/emotional frameworks which may obstruct or limit the extent of the individual's ability to engage effectively in a counselling relationship with clients.

Key Topics:

- the importance of self-awareness, insight and personal development as a counsellor,
- the importance of self-reflective learning and self-reflective practice and linking this to supervision and to personal therapy and exploring areas of unresolved issues from their own life-experiences
- acknowledging and addressing limitations in their ability to work with certain clients or client groups
- soliciting, receiving and making use of feedback from others and assessing their own counselling practice, their own understanding of theoretical concepts, their own ability to be reflective
- understanding and maintaining their own practice within the context of an ethical framework and "best practice" procedures around all aspects of being a professional counsellor

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PROGRAMME DELIVERY

The programme utilises different learning activities to deliver and support student's learning and development. Some aspects of the course are presented in lecture form, but interactive workshops which involve debate and discussion, are the principal learning environment for exploring specific themes and issues. Other learning forums which are used include: the Course Community Meeting, Process Reflection Groups, Skills Practice, tutorials and 1:1 review meetings with tutors and peers. Supervision Groups also form a key part of the course programme. These groups provide a forum for exploration and discussion of counselling issues and offer an excellent opportunity for students to integrate theory with practice, supporting reflection on theory from the point of view of the actual therapeutic relationships. As students will be practicing in different school settings, it gives the students a chance to broaden their experience with issues they might not normally work with in their own school counselling setting.

CLINICAL PLACEMENTS

During the course students have the opportunity to develop their competence as counsellors through a range of different activities; counselling practice sessions working with other students observed by tutors, and practising with qualified counsellors who act as their clients. Out with the course delivery, students are required to undertake a clinical placement in a school setting. This involves working in secondary school with clients aged 11-18 yrs (modules two, three and four) and working in primary school with clients 10+ yrs (module four).

Students are required to complete a minimum of 130 hours of appropriately supervised counselling practice, 100 hours of client work with 11-18 yrs and 30 hours 10+ yrs. In order to meet these requirements students will need to set aside at least one day per week for the duration of the programme.

The course will provide students with information about approved school-based counselling services who are open to working with trainee counsellors. However, it is the students' responsibility to contact the services and arrange their own placement. The course administration will assist course members, but ultimately it is the responsibility of students to ensure that they meet the minimum course requirement of 130 hours of in-person, appropriately supervised counselling practice.



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COURSE ASSESSMENT

The programme has a blend of formative and summative assessment processes which are structured to provide ongoing support and encouragement, with feedback from members of staff and other students. Formal feedback is provided specifically in relation to each of the three core areas of the course:

- Theoretical understanding: is monitored and assessed through written assignments and presentations
- Clinical competence: is monitored and assessed through live practice sessions, recorded sessions, group supervision and the presentation of case studies
- Self-reflectiveness and the ability to understand process; is monitored through participation in Course Community Meetings, Process Reflection Groups, Process Orientated and Experiential Workshops and the submission of a Learning and Development Statement.

Each module has a formal assessment process. Modules 1, 2, 3 and 4, include a 5000-word written assignment, Modules 5 and 6 have a blended assessment process which includes oral presentation and analysis of client work, and the students process, supported by written assignments which are tutor, peer and self-assessed. The written assignments are designed to provide students with the opportunity to reflect on their theoretical understanding and to integrate this with their clinical work and self-development. The assignments are structured in such a way as to give the students the maximum opportunity to demonstrate their learning. To meet the academic requirements of the programme, a minimum of 100 hours per module will be required for independent reading and writing of assignments. Additionally, for the assessment of student's clinical work, students are required to audio record a minimum of one counselling session with a client (+16) with, of course, the client's informed consent.

ENTRY REQUIREMENTS

All applicants must have completed a foundation training in either Counselling or Counselling Skills (e.g. COSCA) as a minimum entry requirement. We may also consider applications from candidates who have completed similar courses and/or who have substantial relevant experience and are able to make a case for themselves on the basis of 'equivalent experience'. Equivalent experience would mean that the applicant has experience of working (paid or as a volunteer) in a role which necessarily involves using counselling skills and creating a supportive relationship with children and young people.

SELECTION PROCESS

Candidates are invited to submit a completed application form supported by two professional references. The application form is accompanied by a set of questions for referees. Referees should send the completed reference directly to the course administration office. The selection procedure involves the assessment of the candidate's written application, and two individual interviews with members of the training team. During the individual interviews the training team assesses each candidate against a set of criteria. All candidates are assessed using the same criteria. The training team are looking for evidence of an understanding and appreciation of counselling, an understanding of human nature and interpersonal relationships, psychological maturity, a sense of commitment, motivation and responsibility and the ability to cope with the different challenges of the programme.

All applications receive a written acknowledgement which informs them if they are being offered an interview and the interview date. The interview process takes place online and involves two separate meetings with two different members of the training team. Following the interview, successful applicants will be offered a place on the course. Once a place has been accepted and a deposit has been paid, the applicants place on the course is secure.

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ACCEPTANCE OF PLACE

Students will be asked to pay a deposit of £500 within two weeks of being offered a place on the course. The deposit is non-refundable and guarantees the student's place on the course. Prior to the start of the course, successful applicants will be issued with a list of Individual Supervisors and Approved School-Based Counselling Placements. Additionally, students will be required to complete an application form to join the PVG scheme with Disclosure Scotland and provide documentation that confirms their name, date of birth and address.

PROGRAMME DATES

Module 1: The Therapeutic Conditions for Engagement: April 7th 2025 – June 21st 2025

- Days 1-5
Monday April 7th - Friday April 11th 9.30 – 5.30
- Day 6 Saturday April 26th 2025 9.30 – 5.30
Personal Study Day 3rd May
- Day 7 Saturday May 10th 2025 9.30 – 5.30
- Day 8 Saturday May 17th 2025 9.30 – 5.30
- Day 9 Saturday May 24th 2025 9.30 – 5.30
Personal Study Day 31st May
- Day 10 Saturday June 7th 2025 9.30 – 5.30
- Day 11 Saturday June 14th 2025 9.30 – 5.30
- Day 12 Saturday June 21st 2025 9.30 – 5.30

Module 2: The Spectrum of Psychological Wellbeing in Young People: August 11th 2025 – December 13th 2025

- Days 1-5
Monday August 11th - Friday August 15th 9.30 – 5.30
- Day 6 Saturday August 23rd 2025 9.30 – 5.30
- Day 7 Saturday August 30th 2025 9.30 – 5.30
- Day 8 Saturday September 6th 2025 9.30 – 1.30 ½ day
Personal Study Day 13th Sept
- Day 9 Saturday September 20th 2025 9.30 – 5.30
- Day 10 Saturday September 27th 2025 9.30 – 5.30
- Day 11 Saturday October 4th 2025 9.30 – 1.30 ½ day
STUDY BREAK
- Day 12 Saturday October 25th 2025 9.30 – 5.30
- Day 13 Saturday November 1st 2025 9.30 – 5.30
- Day 14 Saturday November 8th 2025 9.30 – 1.30 ½ day
Personal Study Day 15th Nov
- Day 15 Saturday November 22nd 2025 9.30 – 5.30
- Day 16 Saturday November 29th 2025 9.30 – 5.30
- Day 17 Saturday December 6th 2025 9.30 – 5.30
- Day 18 Saturday December 13th 2025 9.30 – 1.30 ½ day

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Module 3: Creating A Collaborative Therapeutic Agenda: January 17th 2026 – June 13th 2026

- Day 1 Saturday January 17th 2026 9.30 – 5.30
- Day 2 Saturday January 24th 2026 9.30 – 5.30
- Day 3 Saturday January 31st 2026 9.30 – 5.30
- Day 4 Saturday February 7th 2026 **9.30 – 1.30 ½ day**
- **Personal Study Day 14th Feb**
- Day 5 Saturday February 21st 2026 9.30 – 5.30
- Day 6 Saturday February 28th 2026 9.30 – 5.30
- Day 7 Saturday March 7th 2026 **9.30 – 1.30 ½ day**
- Day 8 Saturday March 14th 2026 9.30 – 5.30
- Day 9 Saturday March 21st 2026 9.30 – 5.30
- **STUDY BREAK**
- Days 10-14
Monday April 13th – Friday April 17th 9.30 – 5.30 ½ day Friday 17th
- Day 15 Saturday April 25th 2026 9.30 – 5.30
- **Personal Study Day 2nd May**
- Day 16 Saturday May 9th 2026 9.30 – 5.30
- Day 17 Saturday May 16th 2026 **9.30 – 1.30 ½ day**
- Day 18 Saturday May 23rd 2026 9.30 – 5.30
- **Day off 30th May**
- Day 19 Saturday June 6th 2026 9.30 – 5.30
- Day 20 Saturday June 13th 2026 **9.30 – 1.30 ½ day**

Module 4: Working With Primary School Children: August 10th 2026 – December 12th 2026

- Days 1-5
Monday August 10th – Friday August 14th 9.30 – 5.30
- Day 6 Saturday August 22nd 2026 9.30 – 5.30
- Day 7 Saturday August 29th 2026 9.30 – 1.30 ½ day
- **Personal Study Day 5th Sept**
- Day 8 Saturday September 12th 2026 9.30 – 5.30
- Day 9 Saturday September 19th 2026 9.30 – 5.30
- Day 10 Saturday September 26th 2026 **9.30 – 1.30 ½ day**
- Day 11 Saturday October 3rd 2026 9.30 – 5.30
- **STUDY BREAK**
- Day 12 Saturday October 24th 2026 9.30 – 5.30
- Day 13 Saturday October 31st 2026 **9.30 – 1.30 ½ day**
- Day 14 Saturday November 7th 2026 9.30 – 5.30
- **Personal Study Day 14th Nov**
- Day 15 Saturday November 21st 2026 9.30 – 5.30
- Day 16 Saturday November 28th 2026 **9.30 – 1.30 ½ day**
- Day 17 Saturday December 5th 2026 9.30 – 5.30
- Day 18 Saturday December 12th 2026 9.30 – 5.30

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PROGRAMME FEES

The overall cost of the 2025-2026 programme is £6,500.00. An initial deposit of £500 is required to secure a place on the programme. Fees are required to be paid in advance at the beginning of the academic year. Payment Plans are available on request. The course fees include the cost of student enrolment and PVG check with Disclosure Scotland. Please note: The course is not SAAS funded.

ADDITIONAL COSTS

As stated previously, students are required to complete a clinical practicum which involves 130 hours of client work. The course provides regular group supervision; however, students are also required to participate in 32 hours of Individual Supervision out with the delivery of the programme. The course will provide students with a list of approved supervisors, and the cost of individual supervision is met by the student which can range from £40-£50 per session.

Students are also required to apply for BACP student membership at a cost of £86 per year.

Textbooks and Study Resources: the course provides a range of recommended readings and resources for each study day, which are available for students to download from our study hub. Students will also have access to the Persona library which is based in Grove House Training Rooms where a limited range of textbooks are available to take out on loan. However, from experience, we recommend that students purchase a number of key text books for themselves.

Although it is not a mandatory requirement of the course the vast majority of students choose to engage in personal therapy at some point during the programme. The cost of personal therapy is met by the individual student. Counselling sessions can range from £40-£50 per session.

Application Deadline: February 2025

Interviews and places on the programme are offered on a first come first served basis, therefore we encourage applicants to apply early. Late applications may be considered if places are available.

STAFF TEAM

The programme is designed, facilitated and delivered by a team of experienced practitioners, supervisors, trainers and group facilitators, with experience of working therapeutically in a number of settings, and have experience of working with children and young people in educational settings. The training team are all individual members of either BACP or COSCA and abide by the Ethical Framework for Counselling Professions and are subject to the BACP professional conduct procedure.

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